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SCHOOL-TEACHERS AND THE EDUCATION OF ADULTS. MANUALS ON ADULT AND YOUTH EDUCATION, NUMBER 5.

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EXPERIENCES OF JORDAN, THAILAND, VIET-NAM, ECUADOR, UNITED ARAB REPUBLIC, PHILIPPINES, MADAGASCAR, ITALY, VENEZUELA, PERU, INDIA, GHANA, AND COLOMBIA IN THEIR RECENT EXPERIMENTS IN TRAINING AND EMPLOYMENT OF SCHOOL TEACHERS FOR ADULT LITERACY WORK AND COMMUNITY EDUCATION ARE ANALYZED TO ILLUSTRATE THE EFFECTIVENESS OF THEIR PROCEDURES. GENERALLY TWO METHODS WERE USED, BOTH POINTING TO THE NEED FOR INCREASED NUMBERS OF LITERACY AND ADULT EDUCATION SPECIALISTS--(1) USING EXISTING TEACHERS AND OTHER EXPERTS ON A VOLUNTARY, PART-TIME BASIS, AND (2) TRAINING SPECIAL ADULT EDUCATORS OR LITERACY EXPERTS WHO CONSTITUTE A SPECIAL SECTION OF THE TEACHING PROFESSION. WHILE PERSONS TRAINED IN THE TEACHING OF ADULTS ARE NEEDED, THE ROLE OF THE SCHOOL TEACHER SHOULD NOT BE UNDERESTIMATED FOR HE HAS THE EDUCATIONAL BACKGROUND AND TRAINING, AN ACCESS TO PARENTS THROUGH HIS CONTACT WITH CHILDREN, AND IS AWARE OF COMMUNITY NEEDS AND EAGER TO SOLVE THE EDUCATIONAL, ECONOMIC, HUMAN, AND SOCIAL PROBLEMS IN HIS ENVIRONMENT. (AJ)

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school-teachers and the education of adults

A. S. M. Hely

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Manuals on adult and youth education

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School-teachers and the education of adults

A. S. M. Hely

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The present study comes appropriately after the World Congress of Ministers of Education on the Eradication of Illiteracy (Teheran, 8-19 September 1965).

The preparation was entrusted two years ago to Professor Arnold S. M. Hely, Director of Adult Education at the University of Adelaide, Australia, because of his experience, in many countries, of the organization of literacy programmes.

The author develops the idea that, apart from his main job of teaching children in primary schools, a teacher can have the second mission of helping to make adults literate.

He emphasizes the importance of the training needed to fit teachers for this new task.

The opinions expressed by Professor Hely in his study are not necessarily those of Unesco.

In the hope that this study will encourage a fruitful exchange of ideas on adult education, the Secretariat extends its thanks to Professor Hely for this contribution to the great task of eradicating illiteracy.

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1 Introduction

The Third Commission of the Second World Conference on Adult Education, held in Montreal, stressed that in today's world a crash programme in adult education is required with total community involvement and pointed out the special role of schools and school-teachers in such a crash programme:

'There is need for greater stress upon the role which can be played in adult education by the school and the whole teaching profession. We entrust teachers with the education of the whole child (vocational, aesthetic, cultural, civic and human values). Teachers do work with adults. With training they could do it better and more teachers could be involved. The schools have resources which should be available to adults as well as to children.'[1]

The literacy experts who met in Paris in 1962 to prepare plans for a possible world campaign for universal literacy also emphasized the need to mobilize all qualified persons for the campaign, drawing attention to the extent to which school-teachers might be called upon to carry the major burden in a national literacy programme. Their report pointed out that a wide variety of teachers could be used, ranging from full-time adult literacy teachers, who are recruited and paid for this purpose, to part-time volunteers who may work with or without remuneration. In all categories there is an indispensable need for women teachers as well as men. In areas where the illiteracy rate is high, it may be necessary to mobilize all available literate persons who are ready to undertake the training for this task.

1. *Second World Conference on Adult Education*, p. 22-23. Paris, Unesco, 1963. (Educational studies and documents, no. 46.)

2 School-teachers and the education of adults

The case for

There are two main reasons for involving departments of education, schools and teachers in adult literacy and adult education programmes. They range from the need to integrate adult education more closely with the normal educational system to the harsh fact that in many areas the local school-teacher is the only person who has had teaching experience of any kind.

School-teachers represent that small group of the community which has had experience in teaching. In most cases, they have received some form of training in educational psychology and in teaching skills. Moreover, the teacher often lives in the community in which he teaches. He knows the local dialect and understands the psychology of the local people. In any case, to perform his teaching duties well, he must understand the social and economic environment from which his pupils come and to which they will return. He is well equipped to assess the character and needs of the community, and with a little guidance and instruction, he can obtain the information needed to initiate local literacy programmes, continuing education courses or community development projects.

Teaching children usually brings the teacher into close contact with their parents, either informally or through school committees and parent-teacher associations. He finds himself forced to draw parents into close association with the work of the school and to discuss with them the nature and purpose of the school curriculum. This is particularly true where the local community is responsible for the provision of school buildings and equipment. The understanding and support of parents are essential features of the effective performance of the school-teacher in his daily duties. Through discussions, he gradually acquires some understanding of the kind of educational methods which work

for the organization of a literacy campaign upon the elementary school and its teachers is to entrust them with tasks beyond their resources, tasks that can be carried out successfully only by a neglect of the primary function they perform—the education of children.

The second group, concerned with the needs of adults, doubts whether school-teachers are the best people to take the lead in the teaching of adults. School-teachers, they point out, are trained to teach children, and the methods and techniques appropriate to children are unsuitable for adults. Children are obliged by law to attend school or do so at the insistence of their parents. Furthermore, the teacher can exercise discipline in forcing the child to study, and punishment can form part of the process of encouraging the child to study assiduously. The adult, however, is in most cases attending in a purely voluntary capacity and the teacher has no powers of discipline.

No matter how imaginative a school-teacher may be, the school curriculum tends to become formal in character and, to a certain degree, inflexible. In a general way, the role of the teacher is didactic, that of the young pupil, undoubting receptiveness. Spending most of his career in contact with immature minds under circumstances in which his judgement and authority are not questioned, the teacher finds it difficult to adjust to the entirely different needs of adult education. The adult student may be uneducated in the formal sense and even illiterate, but he often has a native intelligence and maturity of mind, owing to the experience of his own life which may be greater in some areas than that of the teacher. Here, unquestioning obedience or blind acceptance is neither appropriate, desirable, nor even possible. Questioning and doubt are a basic part of an adult's learning processes. Moreover, adults are quick to sense and resent any expression of superiority or tendency to talk down to them. Mannerisms, unconsciously adopted by even the most gifted school-teachers, who are constantly concerned with the young and immature, may emerge.

Conclusion

The difficulties referred to by those who question the fitness of school-teachers to handle adult classes probably arise from the circumstances under which a teacher lives and works. They can be regarded as occupational hazards. But school-teachers vary tremendously. Some have a natural aptitude for teaching adults and are extremely sensitive to the reactions of adult students and to their needs. Others adjust rapidly under the guidance of those who are more experienced in the special requirements of adult education.

A world study of adult education will reveal that school-teachers have played a pioneering role in adult education activities and will

continue to do so. In Italy, for example, seventy-four out of seventy-five directors of the Centres of Popular Culture (1962-63) appointed by the National Union for the Struggle against Illiteracy were school-teachers. They were selected as centre directors on the basis of the leading role they played in adult literacy programmes and community education, where they were principals or teachers of a local elementary school. Their contributions were made during their spare time and in a voluntary capacity. Although some were employed by the government to work full-time in adult education work, many continued to perform their duties as directors in their free time. They continued to teach children in the elementary schools during the day and carried out their responsibilities for adult education work in the evenings and at week-ends. Their understanding of the problems of the community, their appreciation of the needs and attitudes of the adults, their imaginative approach to the teaching of adults, and their energy, sympathy and enthusiasm, represent a fitting tribute to the contribution school-teachers make in adult literacy programmes and community education. Though this is only one example, it typifies the role played by school-teachers wherever the educational needs of adults call for the devotion and self-sacrifice of gifted men.

However, our principal concern is not with the contribution which can be made to adult education by a few gifted and interested school-teachers, but rather with the role of the school-teachers as a whole in a national programme of adult literacy and adult education. Hence, we must examine the varying nature and character of national plans which depend, in part, upon the utilization of schools and teachers for their successful implementation. We must examine the different training programmes which have been introduced to give school-teachers an understanding of the teaching methods appropriate to the education of adults and out-of-school youth. We must look into the different conditions under which school-teachers are employed in literacy or community education programmes and the nature of the courses they organize and teach. Such a study will at least throw some light on how certain types of training or employment practices can make the best possible use of the skills and qualifications of school-teachers in literacy and follow-up educational programmes for adults.

3 Training of school-teachers for adult literacy programmes and community education

National plans for the eradication of illiteracy and for the establishment of a permanent structure for the continuing education of the whole population must sooner or later take into account the training needs of those who are being called upon to participate in the programme as administrators or teachers. The 'planning' of the campaign is in itself a tacit recognition that the task can no longer be left to the poorly co-ordinated efforts of voluntary organizations or dedicated individuals.

A high proportion of those engaged as teachers or organizers in the drive against adult illiteracy will continue, of course, to participate part-time, devoting only their spare time to the teaching of adults. No major adult education programme can progress smoothly and rapidly, however, if its implementation is left entirely to people who can spare only a few hours for adult literac Awork out of a busy life devoted to other interests and responsibilities. No matter how gifted or dedicated they may be, their interest in adult literacy programmes or community education work must remain the interest of the amateur rather than of the professional. Inevitably, many of them will have little knowledge or understanding of the motivation and needs of the uneducated adults or of the teaching methods and skills required in the teaching of adult students. There must be a staff of able and qualified people who are engaged full-time in the specialized field of adult education. It is they who must lead and guide the army of part-time workers who have been mobilized to carry the literacy programmes to a successful conclusion.

Both full-time and part-time workers in literacy and community education work will require suitable training to fit them for their different responsibilities. Educational work with adults requires skills and understanding which are not acquired by intuition or instinct, and although they can be acquired by a sensitive person through trial

and error and through experience, the process is often lengthy and haphazard. Today there exists a fairly sound body of knowledge concerning the education of adults which stretches from methods and media appropriate to remedial education in basic literacy to advanced leadership techniques in community development projects, or to specialized training in vocational skills. Carefully designed training courses can make this body of knowledge available to those who must carry responsibilities in the field of adult literacy programmes and community education.

In the early stages of several national campaigns, school-teachers were assumed, being trained or at least experienced in teaching techniques, to be able to transfer skills which worked with children to adults; indeed, they were often successful. The over-all results, however, indicated that the techniques and approaches appropriate for adults were distinct from those needed for children. School-teachers needed guidance and training before they could operate effectively in community education programmes involving adult students.

An examination of the various types of training programmes in countries where a national campaign against adult illiteracy is under way reveals a gradual trend towards uniformity in the pattern of training facilities provided, even though the development of graduated training programmes may have differed quite markedly from one country to another. In examining the nature and scope of the special training necessary for teaching adult literacy classes, or for participating in community education, we can conveniently deal with the programmes under the following broad headings: (a) training within the curriculum of teacher-training colleges; (b) training courses at national or district level; (c) in-service training by supervisors and inspectors; (d) interdepartmental conferences and workshops; (e) graduate and post-graduate courses in universities; (f) attendance at international conferences and training seminars; and (g) training pamphlets and publications.

The training college curriculum

One could just as easily end (rather than begin) an analysis of various training programmes with an examination of the adult education training given to students in teacher-training institutions. In some ways, it would be more logical to do so. In many countries the introduction of formal training courses on adult education within the curriculum of the teacher-training colleges represents the last step in the evolution of a reasonably comprehensive programme of training. The first need is to provide training in adult education methods for school-

teachers who are already working in village schools and who are already being asked to take responsibility for adult literacy work. Various short refresher training courses can be introduced to give teachers and administrators actually engaged in adult literacy courses a better understanding of the problems involved and the techniques needed to overcome them. Later, the training programme can be completed by providing instruction on adult education within the framework of the curricula of teacher-training colleges.

An interesting trend is the recent plan to introduce sections on adult education in the syllabus of institutions which train young teachers. This will constitute the first step in any training programme for teachers who will be engaged in adult literacy programmes. The trend is possibly more noticeable in countries where the inauguration of a major campaign against adult illiteracy coincides with a decision to adopt the principle of the 'community school' with its responsibilities for the education of adults and out-of-school youth, as well as the children within the schools.

Even if formal courses on adult and community education do not figure in the training college curriculum, it does not necessarily follow that the trainee teachers have no opportunity to gain an understanding of the principles of community education before they graduate and take up school-teaching. Opportunities are often provided through extra-curricular activities. In the United Arab Republic, for example, the training colleges function as community centres for the residential areas immediately surrounding the college buildings. Senior students at the training college volunteer to take adult literacy classes for people living in the district. Women students take adult classes in home science subjects such as cooking, nutrition, dressmaking and embroidery. The facilities of the training college, both sports and academic, may be used by the community.

The literacy and community education plan adopted in the Hashemite Kingdom of Jordan is an interesting example of a plan which started its training programme with the introduction of theoretical and practical training in community education. It is also an indicative of the gradual change from dependence upon 'fundamental education' teams to greater reliance upon the local school-teachers for leadership in literacy programmes and education for village development. The present rural teachers' training college of Haware-Irbid was established in October 1955, primarily as a centre for fundamental education, with the intention of making full use of the services of a small fundamental education team which had returned to Jordan after passing through the training course at the Unesco fundamental education centre (ASFEC) at Sirs-el-Layyan in Egypt.

The curriculum includes training in fundamental education techniques, as well as in the skills required by a teacher in a rural elementary

school. It was felt that teachers should be adequately trained (a) to teach children in rural elementary schools; (b) to relate such teaching to the environment in which the children will live and work after leaving school; and (c) to take a lead in village development and in adult literacy work.

The curricula of the rural teachers' training colleges at Beit Hanina and Hawara-Irbid have three main sections: (a) general education; (b) professional education; and (c) rural education. The general education course includes such topics as Islamic religion, Arabic and English languages, social studies, science, physical training and bookkeeping. This section is designed to broaden the rural school-teacher's outlook and to equip him with a sound basis of knowledge for his future career as a teacher. The section on professional education covers such fields as child psychology, educational psychology, special methods of teaching, practical teaching, production of audio-visual aids and school administration.

The third section on rural education is most closely related to this study. It covers rural sociology, rural co-operation, practical and theoretical agriculture, agricultural extension, health and sanitation extension, fundamental education, adult education and practical field work in community projects and village school-teaching. The course lasts two years. Those enrolled must have completed their secondary education and attained a university entrance standard. Two hours per week are devoted to rural education and literacy work. In the second year, the students do fundamental education field work in selected villages around the training colleges. The section on adult literacy covers such areas as (a) language, reading and writing; (b) selection of suitable reading primers for adults; (c) definition, causes and methods of combating illiteracy; (d) how to start literacy campaigns; and (e) the capacity of adults to learn.

In their field work, the trainees go through the following stages.

'*Orientation.* The students, guided by the field instructor, have to acquaint themselves with the site of the village, the local leaders, the family heads and other people of the village.

'*Study and research.* The trainees study different aspects of village life: social, economic, educational and hygienic. This study is carried out through observations, interviews and questionnaires.

'*Planning and implementation.* The students plan projects for the current year based on their research and study. Since certain projects will have been initiated by the previous year's students, the trainees have the dual responsibility of completing projects already started and of starting new projects which will be completed by the students of the following year.

'*Evaluation.* The trainees have to evaluate their own work during the year and find out what success, if any, has been achieved. At the

end of the year, they must prepare a detailed report about the projects undertaken and completed, and the progress achieved.'[1]

The types of projects undertaken by the trainees at the rural teachers' training colleges at Beit Hanina and Hawara-Irbid include literacy classes for adults, courses on child care, health and nutrition for women, construction and widening of roads, improvement of water supplies and agricultural improvements, and the establishment of co-operatives in transport, public bakeries and agricultural machinery.

The preceding programme is relatively common in the developing countries where the move towards the concept of the community school has been a noticeable feature of the education system. It is partially a result of international assistance in the field of elementary and community education, but more particularly, the influence of Unesco experience and co-operation. In the case of Jordan, the first step was the setting up of a fundamental education centre at Hawara-Irbid to make use of the skills and qualifications of Jordanian graduates from the Unesco Arab States Fundamental Education Training Centre at Sirs-el-Layyan. When the new centre was established, it was changed almost immediately into a rural teacher-training college, aimed at turning out rural teachers equipped with an understanding of fundamental education techniques. After modification, the curriculum was adopted by the older rural teachers' training college at Beit Hanina and finally the section on community education was included in the curriculum of all Jordanian teacher-training colleges.

A similar pattern can be traced in other countries. In Thailand, the initial project was the Thailand-Unesco Fundamental Education Centre for training fundamental education experts who would work in teams in the villages. In 1956, a new project, called the Thailand-Unesco Rural Teacher Training Project (TURTEP), was initiated for the training of teachers for the rural areas of Thailand. In the words of the agreement between Unesco and the Thai Ministry of Education, 'the purpose of the Rural Teacher Training Project is to establish a pilot centre for the training of rural school-teachers who will be expected to carry out the double role of education and community leader. The training provided will combine the techniques of fundamental education and the methods of teaching children, and it should enable the student-teachers to relate their teaching of the school subjects to the concerns and needs of the schoolchildren at different ages. Furthermore, they [the student-teachers] shall acquire the techniques of guiding adults and youths who are out of school in the improvement of their community and of their living standards (health, citizenship,

1. Jamil Abu Maizer, 'Evaluation of the curriculum of Beit Hanina Rural Teacher Training College', p. 4–5, Beirut, American University, 1962. (Unpublished thesis.)

making a living, housing, etc.). In this way, the school under them [village school-teachers and student teachers] will serve as an educational centre and community centre as well'.[1]

The training methods evolved at TURTEP have now been adopted by twenty-five out of the twenty-six training colleges established in Thailand. A sum of approximately 110,000 bahts is provided in the education budget to introduce a section on community education and community development in the curriculum of the teacher-training colleges. These twenty-five colleges work with about 150 schools situated in villages close to the training colleges themselves. The community education section within the training college curriculum is somewhat similar to the rural education sections in the curriculum of the Jordan teacher-training colleges. It includes units on how to make a community survey, how to distinguish and make use of local leadership, how to make use of local natural resources for community development, and how to work with other government and voluntary agencies in village development programmes.

During the second year of his training, the Thai trainee teacher spends one term doing field work. During each term, therefore, one-third of the second-year students are out in the field. They are divided into teams of four to eight trainees and sent to selected village schools. During the period of three months' field work, the members of the team alternate between teaching children in the village school and participating in carrying out community development projects. At any one period, half the team will be teaching in the school while the rest of the team is working with the villagers. The two sections of the team change duties at stated intervals, and those who were teaching take up work in the village while the others return to the school and gain teaching practice.

National, regional and district training courses

There is some similarity from country to country in the range of short-term refresher training courses, organized for school-teachers involved in adult literacy programmes and community education. There are, for example, courses at the national level designed for education officers employed full-time in adult education work; courses at the national level for specially selected school-teachers who have shown particular interest and leadership in work with adults; courses for school principals who have not been through a teacher-training college, or who are unfamiliar with the new rural education or community

1. 'The Thailand-Unesco Rural Teacher Training Project (TURTEP)', p. 1-2, Ubol, Thailand, n.d.

development sections of the teacher-training college curriculum; and finally, there are courses at the district and provincial level for school-teachers who will be taking literacy classes or participating in community education.

In Thailand, for example, there is an annual training course at the national level, of one to two weeks' duration, for mass-education officers and librarians. This course, given in residence, is devoted to an in-service training programme designed to raise the qualifications of full-time staff members of the Division of Adult Education, who are employed either in the mass-education section or in the libraries' section (libraries in Thailand come under the direction of the Ministry of Education and are regarded as part of the follow-up work in adult literacy programmes). The curriculum of the course covers government policy and regulations, adult psychology, learning habits and motivations; methods of teaching adults, the relation of adult and mass education to community development and to the work of other social and development agencies; the use of audio-visual aids; sociology, with special reference to the village situation and the leadership pattern in the Thai village; and special sections on libraries.

About once every two years a national training course is arranged for adult education workers, the greatest percentage of whom are school-teachers teaching in adult literacy classes and in the continuing education classes. The number involved in these national training courses remains relatively restricted: about forty in each course. Those attending are selected on the basis of marked interest in the literacy programme and outstanding leadership in work with adults. The course is similar to the one for full-time mass-education workers but with more stress on direct teaching methods and on leadership techniques.

At the *changwad* or provincial level in Thailand, orientation courses of two days' duration are arranged for elementary school-teachers in the *changwad*. One day is devoted to questions relating to regular teaching in the school and one to a discussion of adult education work. We find a similar practice in Italy where short refresher courses are provided for school-teachers with the aim of improving the quality of elementary school-teaching, and of providing the assembled teachers with some instruction in the knowledge and skills necessary for teaching adults.

In Thailand, the Thailand-Unesco Fundamental Education Centre (TUFEC) at Ubol, which previously trained fundamental education teams, is now providing residential refresher courses for the principals of rural elementary schools who have never been through a teacher-training college but who went straight into teaching after completing their secondary school education. These courses, though longer and more intensive than the orientation courses referred to

above, have much the same objectives—the raising of the general standard of teaching in the rural elementary schools and the training of school-teachers (principals) in the teaching techniques necessary in adult literacy programmes and community education.

In Viet-Nam, similar refresher courses have been introduced for the provincial inspectors and school principals. The aim is to raise the level of elementary education, introduce rural education leaders to the new responsibilities of the elementary school within the framework of the 'strategic hamlet', and to familiarize them with the concept of the 'community school' and its implication for existing elementary school curricula. To provide these refresher courses, an in-service Training Centre for Elementary School-teachers was established in 1961 and located on the campus of the Saigon Normal School. Between 1961 and 1963, three refresher courses were held involving 220 participants. This is a national training centre and is designed to raise the qualifications of educational leaders and administrators who will, in their turn, run local refresher courses for elementary school-teachers once they return to their own province or district. Therefore we find that in the first three courses, 38 of the participants were provincial education chiefs, 48 were inspectors and 132 were school principals.

The curriculum of the course included lectures and student discussions on: (a) problems of curriculum in the elementary school; (b) the problem of time-table (weekly schedule) in relation to each subject per week; (c) textbooks and reading books for children; (d) education in 'strategic hamlets'; (e) the organization of short-term courses for 'strategic hamlets'; (f) community education; (g) plans for converting ordinary primary schools into community schools; (h) the programme of training district supervisors; (i) teaching methods; (j) educational psychology; and (k) learning how to operate audio-visual aids, make instructional material and conduct simple science experiments at the elementary level.

Of these, our study is concerned only with (f) and (g), that is with community education and the plan to convert ordinary primary schools into community schools. Six lecture sessions of two hours' duration were devoted to community education. These sessions included: (1) elementary community schools in Viet-Nam; (2) methods of community education; (3) and (4) organizing and running a community school; (5) adult education; (6) plan of converting ordinary elementary schools in Viet-Nam into community schools.

The reorganized literacy programme in Ecuador, in operation since 1962, stresses the training of the teachers, supervisors and administrators engaged in implementing the programme. In December 1962, the Central Department of Adult Education in Ecuador organized a first short basic course on literacy teaching techniques designed exclu-

sively for the provincial directors of education and school inspectors. Those attending were brought up to date in the general techniques of adult education, with special reference to techniques more directly applicable to literacy courses for adults. School inspectors then selected capable and 'enterprising' teachers in their own districts, and gave them a short, intensive training course which covered organization of literacy classes, publicity and enrolment, and guidance in the most effective ways of using the primer *Ecuador* with adult students.

The regional supervisors who are full-time members of the staff of the Department of Adult Education in Ecuador also organized short refresher courses for provincial organizers, administrators and teachers, to introduce them to the new literacy-teaching techniques and general administration aspects of the new plan and programmes.

Fifteen-day training courses for inspectors who are responsible for acting as co-ordinators of the new literacy programmes are arranged. The programme for the training course covers the following subjects:

1. General youth and adult education plan.
   (a) Distinctive features of adult and youth education in Ecuador.
   (b) Objectives of general plan.
   (c) Stages; duration and content of each.
   (d) Planning.
   (e) Central, provincial and local organization.
   (f) Education for community development.
2. Fundamental literacy teaching
   (a) Problem of literacy in the world.
   (b) Illiteracy and general social and economic development.
   (c) Analysis of problem of illiteracy in Ecuador.
   (d) Basic ideas underlying concept of functional literacy teaching.
   (e) Psychological characteristics of the illiterate adult.
   (f) Census of illiteracy.
3. Arithmetic training
   Methods for the teaching of arithmetic to adults in first-cycle course.
4. Adult education
   (a) Philosophy of adult education.
   (b) Scope and extent of adult education programmes in Ecuador.
   (c) Most suitable methods of teaching adults.
5. The reading primer *Ecuador*
   (a) Linguistic aspect.
   (b) Pedagogical aspect.
   (c) Structure.
   (d) Practical demonstrations of using primer through observation and teaching under supervision.
   (e) Evaluation of primer.
6. Use of audio-visual aids.
7. General principles for the organization of literacy centres.

The primers and books used in the training sessions are those the teacher will use later in his own adult classes. So far, the training courses organized in Ecuador have concentrated upon 'literacy teaching', but further training programmes which will give school-teachers a broader idea of adult education are being planned. At the moment there is no provision for a unit on adult and community education within the curricula of teacher-training institutions, but here again, there are plans for a special section on adult education in the final year of the syllabus of teacher-training schools.

In-service training by supervisors and inspectors

One feature which almost all national plans appear to have in common is their understandable concern with training programmes designed specifically for the supervisors and inspectors who will be carrying the direct responsibility for the implementation, organization, administration and supervision of the programme.

In Ecuador, the first organized national training courses were designed exclusively for provincial directors of education and for school inspectors. In the same way, the first national training courses introduced in the United Arab Republic for people concerned with the literacy campaign were planned for programme supervisors (inspectors and sub-inspectors).

It is natural enough that this should be so, since it is they who will be responsible for all arrangements made for the training of part-time teachers who will do the actual teaching in adult literacy classes. School inspectors in Ecuador return to their districts after the completion of their own training course, select potential literacy teachers and give them a short refresher training course covering the nature and scope of the literacy campaign and the teaching methods to be used in adult literacy classes. The responsibility for the training of part-time teachers for the literacy classes often rests with these school inspectors and supervisors. Not all the training they provide takes the form of short, intensive residential or non-residential refresher courses. Inspectors and supervisors carry on a continuing, less formal, form of in-service training through the day-by-day process of inspection and supervision. When visiting literacy classes, they can quietly advise young teachers on methods of teaching and assist them through a frank and helpful discussion of problems met by the teacher in his classes. In certain cases, teachers from a given area are called together once a month (or three or four times a year) to have a general discussion on government plans, departmental regulations, and on special problems being met by the teachers in their adult class work. Through contact between supervisors and inspectors on the one hand and the

actual teachers of adult literacy classes on the other, the young teachers gradually acquire a training in the special field of adult education and a knowledge of the techniques and methods most appropriate to the teaching of adults.

Interdepartmental conferences and workshops

Today there is a growing need for closer liaison and co-operation between the many agencies concerned with adult education and community development, and for a much wider understanding of what each individual department is doing in the field of community development and education. Recognition of this need has led to the holding of interdepartmental training conferences or workshops at frequent intervals. This type of conference permits a pooling of experiences and contributes to a greater unity in teaching techniques and approaches.

School-teachers, or their representatives, participate in most of these interdepartmental conferences, for it is often the school-teacher in the last resort who will be called upon to act as the liaison agent at the village level for all the specialized agencies.

Graduate and post-graduate courses in universities

As we have seen, much of the training received by school-teachers (and others) engaged in one way or another in adult literacy campaigns or in adult and community education is received in the form of short, intensive refresher courses specially designed to acquaint them with the latest developments in the field of adult education. A few school-teachers may have been fortunate enough to have received in addition some form of training as students in a teacher-training school. A later development is the move to introduce courses on adult and community education into the syllabus of universities or institutions of higher learning. These university courses may vary from a special unit in an undergraduate course in education to special post-graduate courses for a higher degree in adult and community education. In the Philippines, the universities offer a special section on adult education and community development in the normal degree of education. On the whole, this development has not yet become a particularly significant feature of the training programmes.

International conferences and training courses

Attendance at international conferences on adult education, or participation in international training courses, undoubtedly plays an impor-

tant part in the training of today's adult education leaders. Here again, we are concerned more with the training of administrators and supervisors who are engaged professionally and full-time in adult and community education, rather than with elementary school-teachers who may devote a proportion of their leisure hours to teaching illiterate adults to read and write. There can be little doubt, however, that participation in overseas conferences on adult education by even a relatively limited number of leaders has been an influential factor in implementing new ideas, approaches and techniques at all levels. These conferences or training experiences have already led to a greater degree of uniformity in philosophy, programmes and practices in adult and community education throughout the world. It is a development which has been encouraged and fostered in recent years by the greater availability of overseas scholarships for adult education leaders—scholarships which make it possible for them to visit other countries and to study the organization of literacy and community education programmes and the methods and techniques used.

In recent years, international exchanges have been increasing. Generous programmes have made it possible for overseas teachers to benefit from national training courses in selected countries. One example is the experimental rural teachers' training colleges in Thailand and in the Philippines which provide not only training courses in community education for nationals of the two countries concerned, but also places for students from surrounding countries. In addition, there are the noted regional training centres, such as Crefal for Latin America and ASFEC for the Arab States, which provide training courses for people from a number of countries in the regional area. For example, Jordan has sent over sixty of its officers to the training course at Sirs-el-Layyan in Egypt, and under the 1965/66 programme five Unesco scholarships have been awarded to members of the staffs of the rural teachers' training colleges for men in Jordan—in general adult education and audio-visual aids—while three fellowships have been granted to women teachers who have been appointed to the new rural teachers' training colleges for women. These latter fellowships are in the fields of educational psychology, general science and home economics. As in the existing rural teachers' training colleges for men, the staff of the women teachers' training college will be concerned with turning out teachers competent to teach not only children but also to carry out literacy and general adult education programmes with adults in the villages of rural Jordan.

Training pamphlets and publications

One fairly common method of supplementing training for teachers undertaking adult education work, or at least for making them more

familiar with the latest experiments and information on policy, practice, methods and results of research, in the field of literacy work with adults or specific aspects of community education programmes, is the provision of a series of simple training manuals or pamphlets. In most countries covered by this study, the responsible departments provide newsletters and circulars for principals and school-teachers engaged in adult and community education work, and some have produced a very wide range of simple pamphlets on various aspects of adult education and the community education programme. While such letters, circulars, reports, directions and training pamphlets may not, by themselves, prove adequate as a training method, they certainly provide a most useful follow-up to other training programmes and are a means of keeping teachers in touch with the latest developments in the field.

4 Employment practices

National plans for the eradication of illiteracy or for the setting up of adult education programmes differ in the extent to which they call upon the assistance of school-teachers for the implementation of the plan and in the nature of the conditions under which school-teachers are employed in the programmes. There are no absolutes. Even in plans where no specific reference is made to school-teachers, their participation in national literacy programmes is often quite marked.

Employment practices in adult literacy programmes indicate that no sharp distinction is drawn between elementary school-teachers and other members of the community. The conditions of employment are exactly the same for both groups. In some situations, however, a distinction is drawn between trained school-teachers and other members of the community. In the United Arab Republic, for example, an honorarium of £(E)2 to £(E)3 a month is paid to school-teachers taking adult literacy classes, whereas other citizens with the necessary educational qualifications who act as part-time teachers for adult literacy classes are expected to do so in a purely voluntary capacity.

Employment conditions for school-teachers are defined by the national programmes for the eradication of illiteracy and for adult education and therefore vary from one country to another. These variations can, however, be classified to a certain extent:

1. Teachers are expected to participate in adult literacy programmes without any remuneration.
2. Teachers participate in educational work with adults without payment in money, but receive recognition or rewards of a non-monetary type.
3. Teachers receive no extra payment for teaching in adult classes, but receive time off from normal school work to compensate for the extra teaching load involved in adult literacy work, or alternatively,

undertake the teaching of adults as part of the normal school work and during school hours.
4. Teachers receive a token payment for any adult education course they take which is regarded as a payment for meals and travelling expenses rather than as an honorarium for the teaching.
5. The teacher is paid a prescribed salary, on an hourly or monthly basis, for any class he may take with adults outside normal school hours.

Voluntary participation

In many developing countries the problem of mass illiteracy is so great and the available financial resources so limited that the only plan which promises reasonably rapid success appears to be one in which all educational resources are mobilized in a vast voluntary effort to eradicate illiteracy within a short period of time. Illiteracy is seen as a national challenge in the developing countries which are now seeking to modernize themselves after the achievement of national independence. Governments feel justified in asking and, in fact, demanding the voluntary contribution of educated citizens in the campaign against illiteracy. In a period of national effort and revolutionary change this task is regarded as no more than a national patriotic duty which educated citizens owe to their fellows.

Teachers are as responsive to appeals to the spirit of patriotism as are other social and professional groups in the community. In many of the developing countries, particularly in Asia, the school-teacher has traditionally held a position of great respect in the community, based in part upon his participation in community affairs. His advice and guidance were sought on community problems quite outside normal teaching duties. 'The master did not live confined in his school. His life was mixed with that of the community. He was a kind of adviser much listened to in every field—political, cultural, judicial, as well as economic. In the village, each time people had to dig a canal, build a market, elect a mayor or marry off their children, the schoolmaster's advice was sought. In addition to his teaching role, the schoolmaster was also a physician, an astrologer, a scholar and a judge. To all the villagers, he was the very symbol of wisdom. Moreover, he aimed at forming disciples worthy of the scholar's tradition, that is to say, men being conscious of their duties towards the people whom they had the mission to inform and lead.'[1]

1. Nguyen-Huu-Chinh, 'Situation of Asian teachers on the political and national level', Delhi, World Confederation of Organizations of the Teaching Profession (WCOTP), 1963. (Paper presented at the Asian Meeting of Experts on the Status of Teachers, Delhi, 1963.)

The status of education has, if anything, risen during the last few years. Governments in the developing countries give to education a high place in programmes of national reconstruction and consider investment in human resources as an essential condition of all real progress. At the same time, there appears to be a paradoxical fall in the relative status of the school-teacher as compared with other professional groups. This is, in part, due to the rising significance of professional groups which had previously been less important, e.g., engineers, agricultural scientists, chemists, economists, lawyers or doctors. The importance of these professions in the States emerging from colonialism is obvious. These experts are often called upon to advise and guide at the national and provincial level and they take an active part in community affairs in a voluntary capacity. The school-teacher, on the other hand, no longer seems to be completely adequate for new national needs. Many school-teachers have received their training in educational philosophies or systems more appropriate to the industrially developed colonial power than to the agricultural or pastoral country which has just gained national freedom. Education is more important than ever but the appropriateness of the education being provided becomes suspect.

Teachers must modify educational practices in the school to bring their teaching more closely into line with the essential needs of the community in which the pupils live and work. Moreover, their status will be determined in part by the degree to which they contribute educational leadership outside, as well as within the school walls. Many leaders of the teaching profession in Asia, Africa and Latin America strongly support voluntary involvement of school-teachers in community education and community development on the grounds that such participation is essential to the re-establishment of the status of teachers at a higher level.

In a paper presented at the WCOTP conference on 'Status of Teachers', held in Delhi in 1963, Dr. Nguyen-Huu-Chinh, secretary-general of the General Association of Teachers of Viet-Nam, said: 'In our days we have a tendency to limit our role within the four walls of the class-room. Such a view of our professional duty is certainly praiseworthy, but is it sufficient in the context of an underdeveloped nation undergoing a revolution as is the case of most Asian countries?

'At the present time, our nations are going through a decisive phase of our history. We have to face many equally important tasks: defence of political independence, national reconstruction, struggle against famine, misery and ignorance, establishment of an authentic democracy adapted to the conditions of the country, fight against subversion, etc. Such tasks demand great efforts and sacrifices on the part of all citizens. In such a context, does the view of the teacher's role as an exclusively professional one risk being overtaken?

'If the teacher lives in his "ivory tower" and only looks after his class-room, the community people will consider him not so important as those whose activities have a direct and immediate influence on their lives.'[1]

One of the recommendations passed by the delegates attending theWCOTP conference supported the views expressed by Nguyen-Huu-Chinh. The recommendation states that: 'In order to raise the prestige of the teaching profession on the national level, there is strong obligation on the part of teachers to lead and to participate actively in matters of importance to the community, the State and the Nation.'[2]

Elementary school-teachers are expected to teach in adult literacy classes in a voluntary capacity in many countries. In the Viet-Namese literacy campaign between 1951 and 1956, no specific reference was made to school-teachers. Any reasonably educated individual could seek appointment as a part-time teacher for adult literacy classes and, after an educational test, could be registered as a *moniteur spécialisé*. The categories of appointment (provisional, temporary, daily) and of payment were somewhat complex and later the system was replaced. All appointments were brought within the official regulations governing the appointment and payment of temporary teachers under statutes relating to school-teachers employed by the State. Until 1956, however, part-time teachers of adult literacy classes were, in fact, paid for their work.

In 1956, the Viet-Nam campaign against illiteracy was reorganized and the new regulation called upon elementary school-teachers to give their services voluntarily and without payment in the campaign against illiteracy; they were not, however, required by law to volunteer. They were called upon as a specially well-equipped group to take a lead in the literacy programme but were not subject to penalization if they failed to volunteer. We find, in fact, that only a minority of the school-teachers did respond. In 1961-62, there were 20,012 school-teachers employed in the public schools in Viet-Nam and 8,338 in private schools—a total of 28,350 school-teachers in all. Of these, no more than 1,800, or approximately 6 per cent, were registered in the same year with the Department of Private, Adult and Popular Education, as being willing to undertake literacy classes on a voluntary basis.

These figures are a proof of the lack of compulsion rather than a reflection of a lack of patriotism on the part of school-teachers as a social group. Possibly, too, they are a reflection of other demands being made upon school-teachers for voluntary services in the com-

1. Nguyen-Huu-Chinh, op. cit., p. 17-18.
2. WCOTP, *Annual Report, 1963*, p. 47, Washington, D.C., 1964.

munity. Moreover, even if the percentage of school-teachers volunteering for unpaid literacy work seems small, we should note that school-teachers represented almost two-thirds of the volunteers active in adult literacy programmes in that particular year.

The dropping of the provisions relating to the payment of an honorarium to teachers taking adult literacy classes is less a matter of principle than a result of financial difficulties. A major extension of the Viet-Namese literacy campaign was impossible as long as a fee was paid to all part-time teachers taking the literacy classes. While voluntary teachers are normally unpaid, the Government still accepts the need to make a payment in special cases. For example, in isolated mountain areas where ethnic minorities live, and where the rate of illiteracy is higher than the national average, the problems of organizing an effective literacy campaign are more complex. Often the ethnic minority speak a dialect or language for which there is, as yet, no written alphabet. Teaching them to be literate in Viet-Namese calls for a knowledge of local languages and for special skills. Teachers for the literacy classes in these remote areas are therefore still paid an honorarium of 500 Viet-Namese dollars a month when they take a literacy course with a non-Viet-Namese-speaking group of adults.

Non-monetary rewards

Even if no monetary payment is made to teachers taking literacy classes it does not necessarily follow that the school-teacher receives no reward at all for his effort. Apart from the recognition and respect his activities may draw from his adult students or from the village community as a whole, the national plan may provide material rewards. The most common provision of this kind is to take into account the extent and success of school-teachers' participation in adult literacy programmes or community education when determining promotion and salary increments. In some cases a token payment, such as the 'moderate allowance' in the Philippines, may be made to teachers taking literacy classes, but the significance of this token payment is far outweighed as an incentive by the expectation that active participation in literacy work or community education programmes will lead to promotion, better pay and more responsible posts in the teaching profession. We find in some countries, such as Viet-Nam, that, in addition to recognition of the out-of-school educational work of school-teachers, when promotion or salary adjustments are under consideration, an official system of medals and public awards has been introduced to give public recognition to the school-teachers' service to the community.

In Italy, where a payment is made for teaching in adult literacy classes but where the monthly salary is small in comparison with the salaries paid to junior teachers in the elementary schools, the young teachers taking the adult literacy classes possibly view the actual honorarium as less important than the professional credits gained as a result of teaching experience in adult education classes. Article 5 of the 1953 Scuola Populare Act provides that when a young unemployed school-teacher is engaged to take a literacy course for adults, the teaching experience shall be evaluated for grading purposes as though the teacher were teaching for a full year in an elementary school. Since the improvement in grading marks may materially enhance the young teacher's chances of obtaining a permanent post in the teaching profession, this indirect reward may be of even greater value to him than the actual payment he receives in cash.

Release from regular school work

Where school-teachers are required by law to participate in adult literacy programmes or community education programmes, one might expect that the simplest, most practicable and fairest procedure to adopt would be to release the teacher from ordinary duties for fixed periods during the day. This release would allow a reasonable time to prepare his adult class or, alternatively, compensate him for the burden of extra work in adult literacy classes by reducing the load of work he undertakes in the elementary school. In practice, however, this procedure is possibly the least common of the employment practices adopted, and in the few instances where it has been tried on a national scale, it has been abandoned after a short trial.

In countries in which adult illiteracy is a major problem, the rapid expansion of elementary school facilities for children is just as pressing a need as the provision of literacy courses for adults or out-of-school youth. There is a shortage of trained school-teachers, classes are large and the teaching load of school staffs heavy. If certain school-teachers are to carry a lighter burden of school-teaching in order to undertake teaching in adult classes in the evening, then the remaining teachers on the staff must carry a heavier teaching load. These teachers would be less than human if they did not resent the position and if they did not tend to think that their colleagues taking adult classes were getting the best of the bargain. School principals, too, are concerned primarily with the responsibilities of the school in the field of child education. They are bound to regard any activities which divert the attention or energies of their teachers away from their normal school duties as being undesirable, unless the responsibility of the school for adult literacy work is clearly defined and clearly recognized.

Unpaid for his teaching duties with adults, unpopular with his colleagues who must carry part of his teaching duties, and resented by his principal who feels that he is shirking his responsibilities in the school in order to teach adults, the young teacher fears his future career may be handicapped by too active a participation in adult literacy work or community education. Moreover, some school principals may be tempted to point to the necessity of releasing teachers from school duties for adult education work as a way to excuse all weaknesses in the running of the school. Under these circumstances it is not difficult to see why the release of school-teachers from school duties fails to win acceptance, either with inspectors, principals, or even the school-teachers themselves.

In Jordan, for example, rural teachers were allowed time off school work to compensate for time devoted to adult education and community development work. Once the supply of school-teachers is adequate to meet the requirements of compulsory education for all children between 6 and 14 years of age, the practice of releasing teachers from some school duties could be resumed. In the meantime, teachers must work the full shift in the school and undertake educational work in the community in their spare time. The Department of Social Welfare in Jordan requested that certain teachers be given periods free from school duties to assist in the establishment of village co-operatives, but were refused on the grounds that the 50,000 children of school age seeking admission to the schools made it impossible to reduce the teaching load of any of the existing elementary school-teachers.

In a number of countries, however, the pressure of children seeking school places, together with the shortage of school buildings, has led to the introduction of a shift system in the schools. Sometimes three shifts are organized, each shift having its own staff of teachers. In order to fit in several shifts in one day, the period that any single shift spends in the school is reduced. This means that some school-teachers may be actually spending less time teaching children than would be the case in a single-shift school. Governments may well feel that teachers released from part of their teaching load in this way could devote this free time, or its equivalent, to the teaching of adults without expectation of additional payment.

Few examples remain of school-teachers being freed from school duties for short periods during the week, either to undertake preparational work in connexion with the adult education class they are taking, or to lighten the load of school-teaching to compensate for additional evening work in the adult literacy programme. There are more examples, however, of teachers, particularly specialist teachers, taking adult classes during regular school hours. In the Philippines, the 'opportunity classes' are frequently taken by a specialist class-room teacher in, for example, home science subjects, as part of her normal

school duties. The programme of such a teacher would include standard class-room teaching in the school between 9 a.m. and 4 p.m. and then one hour a day with out-of-school youths or adults.

Monday	4-5 p.m.	Dressmaking
Tuesday	4-5 p.m.	Communication skills
Wednesday	4-5 p.m.	Dressmaking
Thursday	4-5 p.m.	Citizenship
Friday	4-5 p.m.	Dressmaking

The above times are not necessarily fixed and may be adjusted to fit in with any vacant period provided for the teachers assigned to the task. It is interesting to note that in an article describing the 'opportunity classes', one of the major advantages claimed for the above scheme is that it 'forestalls the much-feared "extra load" on the teacher since her time for teaching falls within the official hours of service'.[1]

In more limited cases, school-teachers are appointed to work full-time in adult literacy or community education programmes. Taking the Philippines again as an example, we find the municipality of Dagupan City converting one position of class-room teacher into an 'opportunity class' teacher. This teacher (home science) attends a different school each day and takes out-of-school youths and young adults in an opportunity class. Her daily programme in each school would be:

8-11	a.m.	Dressmaking
2-3	p.m.	Communications
3-4	p.m.	Citizenship

In Italy, a number of school-teachers are also changed from elementary school work to full-time work in adult education. A number of teachers who have made a major contribution to the work of organizations, such as the Unione Nazionale per la Lotta contro l'Analfabetismo may, on a voluntary basis, be transferred to the organization when the expansion of adult and community education work undertaken by one of its local centres justifies the action. In such cases, the teacher works for a voluntary organization but his salary is still paid by the government. His conditions of employment and pension rights are determined by the Ministry of Public Education and he can, at any time, return to the elementary school service, without interruption in normal salary increments or promotion rights.

Extra payments for adult education work

There appear to be two possible answers to the question of whether or not school-teachers should undertake adult literacy work and com-

1. Simon U. Salazar, 'The opportunity classes of Dagupan City School', *Pangasinan Educators* (Dagupan City, Luzon), p. 2, March 1961.

munity education in their spare time in an unpaid voluntary capacity. The first is that adult illiteracy is a national problem; that the State has the right to expect, and if necessary, to demand that all educated citizens co-operate as a patriotic social duty in the campaign to help raise the educational levels of their educationally less privileged fellow citizens; and that school-teachers, by reason of their education, training and experience, represent a social and professional group which has an even greater responsibility in this respect than other educated sections of the community.

The second recognizes that the demands of adult literacy and post-literacy work place an undue burden upon school-teachers and that if circumstances permit, a reasonable payment should be made for the extra work undertaken by school-teachers who take literacy or post-literacy classes in their spare time after normal school hours. The problem of mass illiteracy, however, appears too great, the financial resources too limited, to permit payment for all the classes which must be taken if any impression is to be made upon the existing degree of illiteracy. It is under these circumstances that we find countries like Viet-Nam dropping the provisions for payment for adult literacy work and calling upon school-teachers and all educated individuals to do the work in a voluntary capacity as a public service to the community; we find the Philippines expecting, though not demanding, that school-teachers should continue to undertake literacy work with adults even though it may no longer be possible to pay them the moderate allowance which had been paid in the past.

Possibly the difference between the two points of view is slighter than at first appears. Both suggest that it would be more just, and possibly more effective, if school-teachers were paid a reasonable salary for the additional work undertaken in adult and community education. Both imply that it is not possible to do so with the financial resources available, and that under these circumstances the State is justified in calling upon school-teachers to undertake the task in a voluntary capacity.

In Madagascar, where teachers are expected to undertake literacy teaching on a voluntary basis, the actual practice varies from province to province, and in certain provinces the teachers are paid a fee for adult education work which varies according to the financial resources of the individual provincial government. There appears to be little doubt that whenever the financial resources available to the government for the national literacy campaign are reasonably adequate, the principle of paying school-teachers for the adult literacy classes which they teach during out-of-school hours is accepted, even though in many cases the payment may be token.

In both the United Arab Republic and Italy, teachers are paid a fixed and regular sum for the teaching work they undertake with adult classes. In Thailand, we again find that school-teachers are paid for

taking literacy and community education classes. The method adopted bears some resemblance to the practice in the United Arab Republic. Classes are arranged by the *amphur* or district officer who is responsible to the elementary education officer at the *changwad* or provincial level. The teachers for literacy classes, or continuing education classes for adults, are selected from the ranks of qualified or experienced elementary school-teachers, although non-teachers may give individual lectures in the general mass education programme. If one literacy class is organized in the village, the selected teacher is responsible for both administration and teaching. If two classes are arranged, one teacher is responsible for the administration of the programme and also teaches a class, while the second class is taken by another teacher. If three or more classes are organized, one selected teacher acts as principal and administrator of the programme, all the teaching being undertaken by other teachers. Both administrator and teachers will be paid for the extra duties. The amount paid for the adult education classes varies greatly between city and country. In the country districts where costs of living are lower, a sum of 120 bahts ($6) per month is paid for teachers concerned with literacy and post-literacy classes for adults. In the city the payment is more than double, being 250 bahts ($12.50) a month.

In Venezuela, teachers for the adult literacy classes (including school-teachers) are paid for their work out of allocations in national, regional and local government budgets, earmarked for the literacy campaign. These resources are insufficient to meet all requirements. Both school-teachers and others who have mastered the skills of teaching reading and writing to adults will assist in the campaign in a voluntary capacity, in addition to any teaching for which they are paid. Literacy teachers, whether qualified school-teachers or not, who are employed as teachers in a recognized community literacy centre are paid a monthly honorarium of $45. It should be noted that while any literate person can participate as a teacher in the literacy programme of Venezuela after simple training, only qualified school-teachers and specialist staff are used in the more advanced post-literacy class work in the cultural extension centres, popular culture centres or women's training centres, established throughout the country as part of the over-all facilities for adult education.

The literacy programme in Ecuador is operated with the assistance of primary school-teachers who take classes in the evenings after school hours. Past experience with voluntary workers as literacy teachers has proved disappointing. As a result, all teachers are now paid a sum of 200 sucres (approximately $10) a month under the terms of the ten-year plan which came into operation in 1963.

Wherever it is accepted policy to pay a fee for part-time teaching in adult literacy classes, the prevailing practice is to pay a regular sum

per class session or per month. In some cases the incentive principle is applied to encourage teachers to work carefully, thoroughly and conscientiously with their adult students, i.e., the payment varies according to the number of students who successfully complete their studies. Sometimes part of the payment is received in the form of a regular monthly salary for the teaching work, and an additional sum is paid at the end of the course according to the number of students passing the final examination. This method has been tried in Cairo, where school-teachers taking adult literacy classes are paid £2-£3 a month, plus an additional £1 for each successful student.

In Peru the practice is to pay only according to results. During 1963, for example, there were 5,000 literacy centres operating in Peru under the control of teachers who were paid 100 Peruvian soles for every adult enrolled at the centre who learned to read and write within a period of six months. Payment to the teacher was in two parts: 40 per cent of the estimated total for the year was paid in July, and the balance at the end of the year when the final results were clear.

Nature and hours of work

The payment made to school-teachers for the extra hours spent in teaching adult literacy classes varies considerably from country to country, although even in the most generous cases the payment represents little more than a token reward for the work done. However, the question of payment represents only one aspect of the conditions of employment. Equally important is the question of the duties expected of the teacher and the preparation time needed to perform them effectively.

As with the practice of payment, here also there is considerable variation from one country to another. In Peru, the literacy courses extend over a period of six months. The course involves two hours, five days a week for six months. For post-literacy work and for general adult education activities, Peru is establishing civic centres for literacy education for adults which are placed in charge of a team of six lecturers, each specializing in a particular subject, e.g., domestic science, handicrafts, recreation, general education, etc. In these centres, the work rotates, so that each teacher takes charge of the centre for two hours a week only, even though the centre is open for six nights a week.

In Venezuela, the position is much the same with a six-month literacy course of 240 hours of class work, based upon 1½ hour classes. When programmes are handled by volunteer leaders (*legionarios alfabetizadores* and *legionarios civicos*, town and rural teachers, *Gardia nacional*), greater flexibility is possible. Normally, however, ten hours of class work a week are arranged, except in military establishments

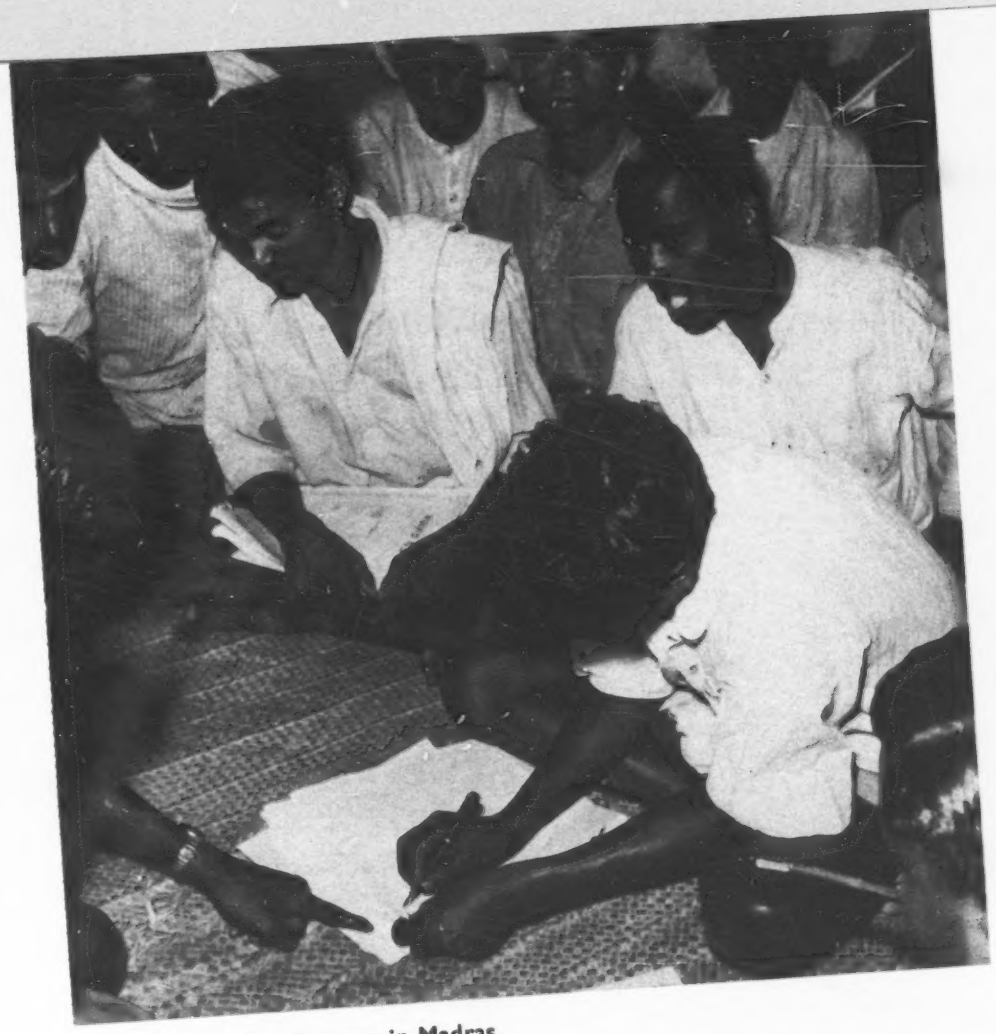
and special public institutions where up to four hours may quite easily be spent each day in literacy tuition and the course is completed in far less than six months. In these cases, however, the teaching is provided by full-time staff rather than by elementary school-teachers working on a part-time basis.

In some countries, the adult literacy campaign is based upon three stages: the mass anti-illiteracy course, the first literacy course, and the continuation literacy course. The first stage, as its name indicates, is a short, intensive mass education campaign aimed at arousing the interest of the illiterate and familiarizing him with the alphabet and a simple basic reading vocabulary. All the literate people in the community, including schoolchildren, are encouraged to participate and help the new learners, especially in the first part of the literacy programme. In some cases, school-teachers do not undertake the direct teaching themselves but instead train volunteers to teach the illiterates.

It is necessary to add that the teachers are not only involved in teaching adults, but also in some cultural activities for new literates, such as reading circles where they can continue studies and reading under more informal circumstances. Here again, the leader of the reading circle is often a local school-teacher. It is difficult to estimate the amount of time and work teachers devote to informal educational activities of this type, but it is clear that in a number of instances they may be both time-consuming and onerous. No payment is generally made, of course, for these services. It is the teacher's contribution to his community.

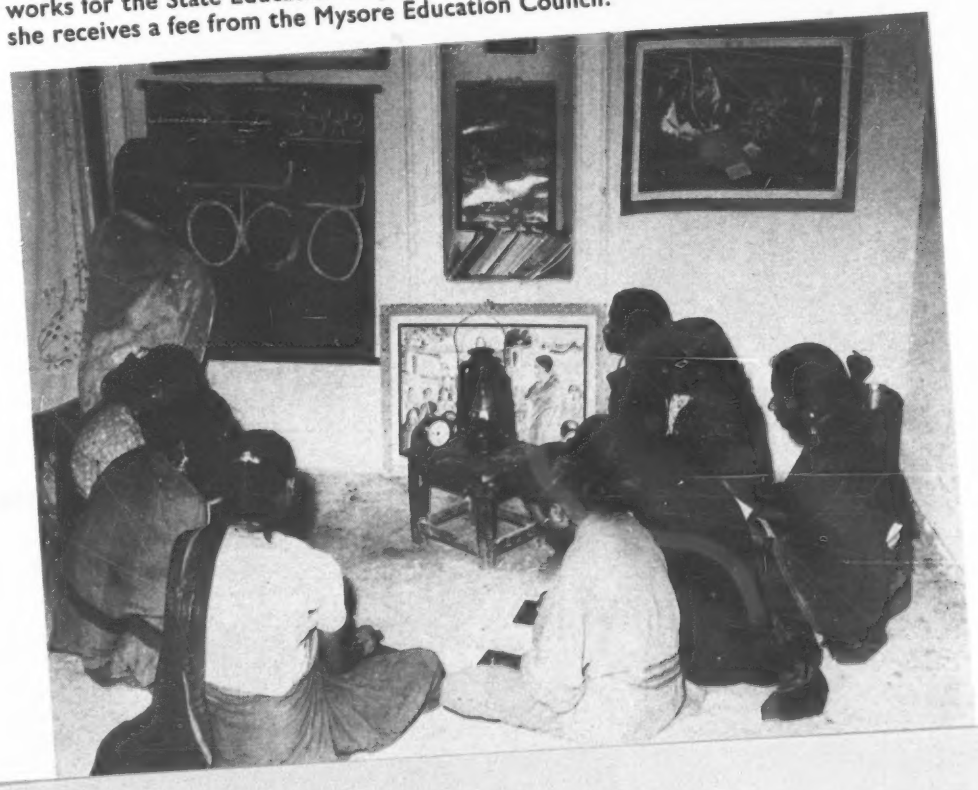
In Madagascar, the original literacy courses which were taken by elementary school-teachers on a voluntary basis involved seventeen lessons of one hour's duration each. One lesson per week was given to each class, but the voluntary teacher normally took two classes a week, one slightly more advanced than the other. With the formation of the Commissariat Général à l'Animation Rurale and the reorganization of adult education services in the rural areas, the stress was placed more upon practical subjects, such as animal husbandry, introduction of new crops, sanitation and re-afforestation, rather than upon literacy as an aim in itself. The formal teaching of reading and writing is no longer considered sufficient, so time is also devoted to general subjects, such as family life and civic institutions. As a result, the length of courses had to be increased. However, much of the educational work does not take the form of class-room instruction but is carried out in a less formal manner.

In Thailand, it is the elementary school-teacher who is called upon to take the main responsibility for teaching in adult literacy and continuing education classes, but he is paid for the extra teaching work. Literacy classes are planned on the basis of sessions of two hours each day for six days a week, spread over six months of the year. The con-



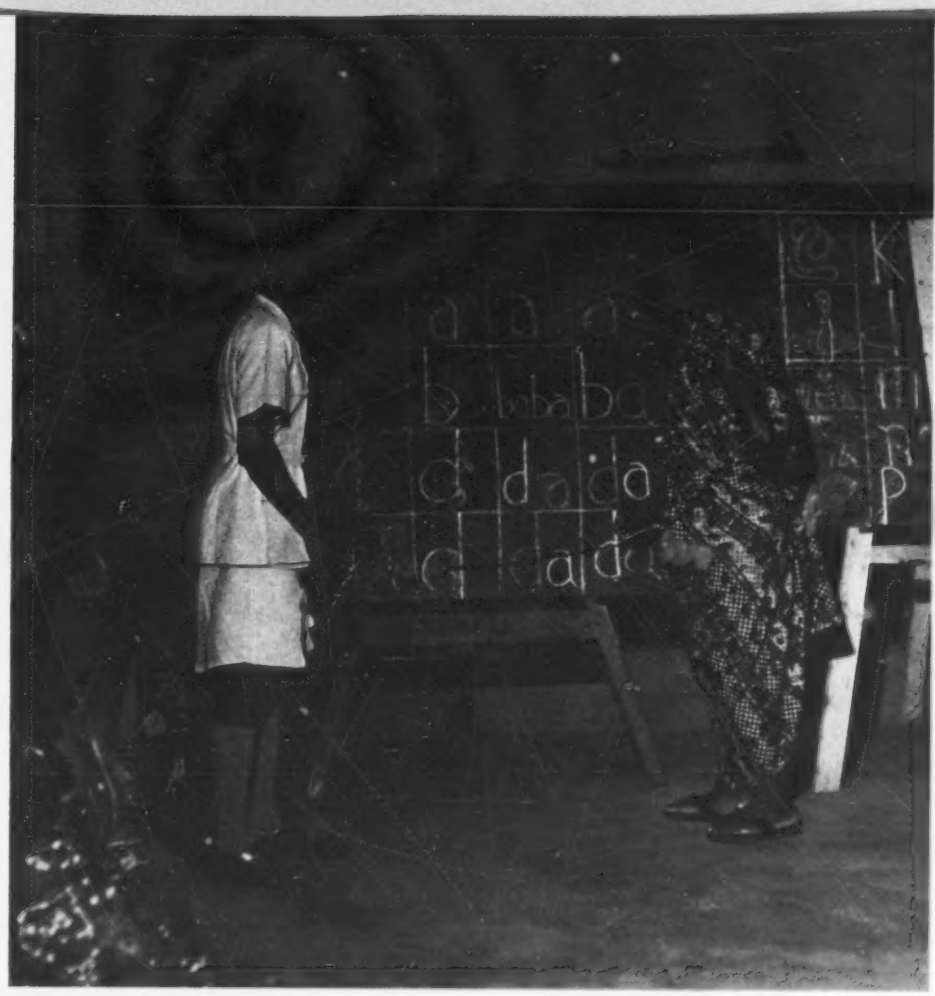
Adult literacy class for men in Madras.

Evening literacy class for women in Mysore; during the day, the instructor works for the State Education Department. For this extra-curricular work, she receives a fee from the Mysore Education Council.



A lively class in Kumase, Ghana.

Evening reading and writing classes in the vicinity of Bogota, Colombia.
The instructor teaches 10-year-olds in the city during the day.



A teacher reviews the progress of one of his students in Tchekpo, Togoland.

Literacy for women: a class in Carthage, Tunisia.

An advanced evening class at the Workers' Cultural Association. Many of the evening literacy teachers take on economics and politics classes during the day.

A literacy class for adults in Boreko, Guinea.

tinuing education courses, which are at a post-literacy level, require the teacher to teach for ten hours a week, but are spread over a year instead of six months. The literacy courses include reading, writing, citizenship and simple vocational or craft instruction, this last occupying about 30 per cent of the course.

In Viet-Nam, there are two main courses in the literacy programme. The first is the literacy course which includes the teaching of reading and writing, and possibly arithmetic and general education. It lasts six months and involves two hours' instruction a night, five to six nights of the week. The second course is called a continuing education class and is a post-literacy course which covers more advanced reading, writing and arithmetic, as well as civics and general education. The course takes nine months. In Ecuador, literacy class sessions last for 1½ hours a night, six nights a week. The class calendar is flexible and adjusted to the pattern of the life of the social group. In agricultural areas, classes are temporarily suspended during periods of intense seasonal agricultural activity. Each provincial inspector presents a time-table for his own province, but whatever the local variations in timing, each programme arranges for classes to be held on at least 200 days of the year. Courses therefore involve not less than 300 hours of instruction.

Other types of employment

The above examples outline the conditions under which school-teachers are employed in the literacy and immediate post-literacy courses, the payment they receive, if any, and the hours they are expected to work. It must be recognized, however, that these examples form only part of the contribution that school-teachers make to the education of adults. Much community education with adults takes a less formal character than the straight literacy and post-literacy classes. There is the work which school-teachers do in connexion with libraries, reading circles, discussion groups, radio and television, and parent-teacher associations; there is supervision of home projects undertaken by school students in association with their parents; there is participation in the work of the neighbourhood or village councils; there are responsibilities for liaison and co-operation with specialists from government departments concerned with community development, such as departments of agriculture and health; and there is the teaching work in more advanced adult education classes, covering civics and liberal or vocational education for adults. Some examples of these diverse informal activities will be examined later.

In a number of countries, arrangements for follow-up work with the new literates is centred in reading circles, libraries and educational

centres. These circles need a leader or director to guide the group-reading and discussion, or to supervise and organize the programme and activities of the centre. In Italy, senior elementary school-teachers are placed in charge of so-called 'reading centres' which today show signs of developing into quite impressive community centres for educational work with adults and out-of-school youth. These centres remain open at least three nights a week and the directors are paid a modest sum per month for the extra duties involved in taking charge of the centre.

Much of the work is undertaken on a voluntary basis. Some of it can be done as a normal part of the day-to-day work in the school and does not necessarily involve extra work in out-of-school hours. Some of the work will be paid for, though the nature of the payment will differ from country to country and possibly according to the amount of work involved. But taken over all, the calls upon the services of teachers in connexion with adult and community education are varied and demanding.

The contribution of non-teachers

Even where the practice of depending upon school-teachers is part of accepted government policy, it cannot be assumed that school-teachers are being expected to take full responsibility, either for the eradication of illiteracy or for the general education of adults. In practically all cases other literate and educated members of society are being asked to play a part in the plan. In fact, it is virtually impossible for any country faced with a major problem of mass illiteracy to solve it on the basis of the part-time efforts of school-teachers alone.

In the new campaign against illiteracy being waged by the Commissariat Général à l'Animation Rurale in Madagascar, the bulk of the teaching work is being undertaken at present by literate members of the rural community who are not necessarily members of the teaching profession. Part of the plan provides for giving rural instructors or teachers some understanding of adult education methods, so that they can take the lead in adult and community education. However, the training programme, aimed at producing 10,000 instructors for the rural schools over a ten-year period has just begun, and in 1963 there were no more than 100 trained instructors working in the rural villages. The basis of the literacy campaign, therefore, is what has been termed the 'tax on knowledge'. It is expected that all who are educated will participate in the campaign as teachers and will thus help to share the educational advantages they possess with their educationally less privileged fellow citizens. School-teachers participating in the literacy campaign in a voluntary capacity do so as members of this educated

élite rather than as members of the teaching profession. This need to call upon all educated people to co-operate in national adult literacy campaigns is not limited to those countries where planning and execution of the literacy campaign is the responsibility of a ministry other than the Ministry of Education. Frequently, a specified department of the Ministry of Education has the responsibility for implementing the literacy campaign. It is also a common practice to call upon the services of literate members of the community, even in programmes which depend essentially upon school-teachers.

In Venezuela, where the Ministry of Education is actively connected with the over-all plan for adult and community education, some 200,000 volunteers, other than school-teachers, had participated in the literacy campaign between 1958 and 1963. Without their assistance in the initial mass stage of the literacy programme, it would not have been possible to reduce the level of illiteracy from 38.4 per cent in 1958 to less than 13 per cent today. In Peru in 1963, the Ministry of Education appealed to all social institutions and private individuals to help in the literacy campaign by teaching at least one person to read and write during the year. In the same year, the ministry in Peru was operating 5,000 literacy centres run by professional school-teachers who devoted two hours a night for five nights of the week over a six-month period. In addition, a number of smaller centres operated during the week-end. Professional school-teachers are appointed as directors of the literacy centres and often receive assistance from educated members of the community who are not school-teachers in daily life.

The modern trend

The national plan for the elimination of adult illiteracy in Ecuador can also be taken as representative of similar tendencies. The operation of the present national plan is recent and of special interest because its provisions represent a synthesis based upon much experience and experimentation.

The main characteristics of the Ecuadorian plan can be summarized as follows.

1. Adult literacy and community education is to be integrated into the general educational structure of the country. Responsibility for the plan is vested in the Ministry of Education and a special Department of Adult Education within the ministry is responsible for the implementation of the programme.
2. The literacy campaign is planned as a ten-year effort, but literacy is not being treated in isolation. It is seen as merely the first stage in a comprehensive programme of adult and community education.

The programme is planned in three stages: (a) literacy and immediate post-literacy instruction; (b) primary education modified to meet adult needs; and (c) vocational education, modified secondary-school education, extension and work with maladjusted young people.

3. It is recognized that training for adult education work is essential for the success of any literacy campaign. All those selected as teachers for literacy classes and modified primary education must go through a short intensive training course covering: (a) organization of adult education centres; (b) publicity and enrolment; (c) class use of the prescribed reading primers as laid down in the official *Handbook for Teachers*; (d) the psychology and learning habits of adults; and (e) appropriate teaching methods. Even more comprehensive training courses are provided for school inspectors and adult education supervisors who will be responsible for co-ordinating the work, for selecting and training the teachers and for supervision of the programme. At present, there is no provision within the curriculum of the teacher-training institutions for training in adult and community education, but plans are being made to introduce a special programme on adult education for the graduating classes of teacher-training schools.
4. The decision has been made to depend mainly upon the part-time services of elementary school-teachers. The reasons for the decisions are simple enough. School-teachers, it is claimed, can be trained for work with adults in a minimum time and they are located in every village throughout the country. Teachers are, moreover, already receiving a salary which, even if low, is adequate, and all that is required is extra duty pay for literacy work instead of the living wage which would be necessary if adult literacy work and community education programmes were to be handled by full-time fundamental education workers.
5. School-teachers taking literacy courses or follow-up courses are to be paid a fee for the extra work at the rate of 200 sucres ($10) a month. The extra work will be about 36 to 40 hours' teaching a month. This does not mean that voluntary teachers will not be encouraged but merely that their efforts will be subsidiary to the organized employment of qualified school-teachers.
6. School-teachers are deeply involved in the literacy programme and adult education courses, both as teachers and as directors of literacy centres. This, however, is during out-of-school hours and is not necessarily related to the teaching given to children in the schools. Nevertheless, the schools, and therefore the school-teachers, are involved in community plans in the form of participation in miscellaneous community projects working through parent-teacher associations and in co-operation with the Alianza Para el Progreso and

other government and international agencies. The literacy and community development programmes are not yet closely related, but the fact that the school through its teachers is becoming increasingly responsible for adult literacy and adult education, and is concerned with certain aspects of community development, may indicate a gradual trend towards the concept of the community school.

The nature and scope of national plans

Although each plan varies materially in scope and intention according to local conditions and experience, it is possible to discern general trends as reflected in the official plans or ordinances, or revealed through modifications and extensions of the plans which have occurred over the years as the result of greater experience. These trends can be discussed briefly under the following headings: (a) a trend away from the simple direct literacy campaign to the establishment of a permanent structure of adult and community education; (b) the move towards the integration of adult education within the framework of the national education system and the over-all national education plan; (c) the trend towards greater dependence upon school-teachers for the implementation of the plans; (d) the emergency of the 'community school' concept; (e) the need to relate adult and community education more closely to community development and national social and development plans, and changes in incentives to adult illiterates.

From literacy campaigns to community development

Any examination of national programmes concerned with the education of adults which covers the last twenty years (and a number of countries have literacy programmes for adults going back to 1940 or earlier) will reveal a fairly uniform evolution from a pattern of simple campaigns aimed at teaching illiterate adults to read and write, to the gradual but widespread acceptance of the view that adult and community education must be a permanent feature of the educational system of the country, and that organized opportunities for the continuing education of adults at all levels must be introduced as quickly as possible. The new literacy programme in the United Arab Republic reflects the gulf between the thinking on adult education, which existed in 1940, and the attitudes of today based on twenty years of research and re-thinking. As late as 1960, the literacy campaign in Madagascar was concerned simply with teaching adults to read and write. Since 1962, the programme has broadened to include education on family life,

civics, co-operatives, health and practical agricultural subjects. It is increasingly recognized that even after the immediate problem of adult illiteracy is overcome, educational programmes for adults at all levels must be continued and, as resources become available, be extended rather than diminished. In the same way, the new programme in Ecuador re-emphasizes that the literacy campaign is not an aim in itself but represents only the first step in the establishment of a broad and permanent programme of education for adults.

Integration

The educational needs of adults are not limited to simple instruction in reading and writing. Literacy is an inseparable part of the education of adults—it is only a beginning, sometimes even a necessary follow-up of oral education and animation. Plans must provide for the continuing educational needs of adults, and therefore adult and community education must become a permanent and integrated section within the national education system.

Dependence upon school-teachers

Again, the trend towards greater dependence upon school-teachers for the implementation of literacy campaigns and community education programmes can be traced, if we examine national literacy programmes as they have evolved over the years. The Viet-Namese programme was originally based upon the literacy campaign organized by the Directorate of Popular and Private Education. No special mention was made in the original plan of the use of school-teachers. Naturally, school-teachers were employed, but only as members of the literate and educated élite of the community rather than of the teaching profession. The more recent development in the Viet-Namese programme has been the evolution of the community school approach which depends for its implementation upon the school-teachers in the elementary school. This development does not replace the work of the Directorate of Popular and Private Education and does not bypass the contribution made by literate or educated individuals who are not professional school-teachers. The growing importance of the community school in Viet-Nam and the contribution of the teachers to adult literacy and general community education programmes with adults does, however, reflect an ever-increasing dependence of the State on the contribution of school-teachers.

In Thailand, as in several other countries, from 1954 until 1961 or 1962, full-time workers in fundamental education were heavily relied

upon. TUFEC, the Thailand-Unesco Fundamental Education Centre, was created in 1954. It was assumed that teams of fundamental education workers would undertake the literacy programme which would be broad in scope and closely related to community development projects. Earlier, the simple literacy campaigns had been carried out by school-teachers. By 1963, the plan to use fundamental education teams had been modified, and with the establishment of TURTEP (Thailand-Unesco Rural Teacher Training Project), the literacy and community education programmes in Thailand are more dependent than ever upon the contribution of rural school-teachers. A similar structure exists in Jordan and Ecuador, as well as in Venezuela and Peru.

Community education through the community school

The emergency of the concept of the community school has already been examined with reference to experimental work in this field in Viet-Nam and Jordan. It is the Philippines experience, however, which throws most light on both the possibilities and the limitations of the 'community school' in the field of adult literacy and adult education. The implications of the community school indicate that the responsibility for the planning and implementation of adult and community education programmes at the village level falls directly upon the school and school-teachers. However, we are concerned with trends, as revealed in national plans. It is sufficient to point out that most of the countries being studied have been experimenting with adult literacy and community education for the last fifteen to twenty years or more, whereas experiments in the community school approach are relatively recent. The Tan-An Fundamental Education Centre in Viet-Nam started turning out rural school-teachers trained in the community school approach in 1957, and the adoption of a similar training programme in all Viet-Namese teachers' training colleges was not introduced until 1962-63. A similar time lapse is revealed in Thailand when TURTEP was founded in 1956. Programmes for training teachers for community education were set up in most of the teacher-training institutions in 1963. In Jordan, the Hawara-Irbid Rural Teacher-Training College was established in 1955. Its methods were adopted by the second (though older) rural teachers' training college in 1956 or 1957 and by all teachers' training colleges in Jordan in 1962-63.

In several countries, especially in areas where compulsory primary education has been introduced, it becomes very important to secure the support and participation of the community. It is for this reason that teachers are increasingly being used to carry out community education courses; that headmasters of schools are often serving as honorary community education advisers; that schools are used as

community centres; that curricular and extra-curricular activities of the school are oriented towards community development; and that the teaching of methods of adult education and community development figure increasingly in the curricula of teacher-training institutions.

5 Conclusions

In this study, an attempt has been made to analyse the varying practices and experiences of a number of countries which have experimented fairly widely in recent years with the training and employment of school-teachers for adult literacy work and community education. Such an analysis should throw light on the effectiveness or otherwise of the different policies and procedures adopted.

Generally speaking, the problem of providing teaching personnel for adult education and literacy has been approached in the past by two somewhat opposed methods. The first consists in using existing teachers and other experts on a voluntary, part-time or professional basis, and the second in training special adult educators or literacy experts who come to constitute a special section of the teaching profession.

This raises the question of knowing whether there is such a profession as that of adult educator or whether adult education, literacy and continuing education are, in fact, a field for many types of experts: linguists, language teachers, primary teachers, sociologists, economists, technicians, technologists, skilled workers, doctors, political scientists, psychologists, etc. Of course, the experience gathered in a number of countries shows that there are many intermediate stages between these two extremes.

The present need for a new world-wide approach to adult education implies new ways of providing necessary staff for continuing education, professional training of adults, functional literacy, etc.

These different methods point to the need to increase the number of persons capable of taking a more efficient part in literacy and adult education programmes. Therefore it is necessary to mobilize intellectual forces and to train personnel for large adult education and literacy programmes.

While the most urgent task is the mobilization of large numbers of

people, the role of the school-teacher should at no time be underestimated, for he combines many valuable assets. He has the educational background and training in the basic principles of pedagogy and, perhaps most important of all, he possesses a highly developed sense of his calling—of his role in the future of the community and of his country. Taking into consideration the shortage in many countries of people having pedagogical training, it can be assumed that school-teachers will be called upon to play a prominent role even if they can't be expected to satisfy all needs or to cover all fields. Because they teach children, school-teachers have a particularly easy access to parents. Discussions with uneducated parents provide teachers with an insight into the problems of illiterate adults and with a basis for developing teaching methods especially suited to the needs of adults. Moreover, this contact with adults makes the teaching of children easier as it helps children and parents to become aware of the importance of education. School-teachers are also well aware of the needs of the community and are eager to help in solving not only educational, but economic, human and social problems in their environment.

Appropriate training is in most cases a necessity for those taking part in literacy and adult education. School-teachers clearly have an advantage over those who have never taught in that they have pedagogical training and class-room experience. This combination of training and experience lends itself well to being adapted to the particular needs of teaching adults. On the other hand, teachers who are accustomed to teaching children and who receive no training for adult literacy teaching, or who do not adapt their methods to the exigencies of teaching adults are at a disadvantage. Adults differ from children in their psychology, level of experience, approach to learning and their responsibilities. These differences impose on the teacher the necessity to adopt other methods to create the necessary atmosphere for learning in his work with adults. New and more efficient pedagogical knowledge, techniques and methods are necessary.

This book has attempted to show, with examples, some possible ways to provide the personnel required and to train them for meeting present needs in adult education in the world. It is hoped that this book will stimulate the elaboration of new solutions and will contribute to increasing the participation of teachers in a new field of historical importance.

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